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| **EDGE ELD 2 Reading/Writing** | **Reading Strategies** | **Literary Analysis/Text Structure** | **Academic and Key Vocabulary** | **Writing Strategies**  **Inquiry Question: How can I develop more writing and increase student engagement in my reading classes?** |
| **Unit 4: Give and Take**  **cluster 1, 2, 3** | **Cluster 1: Enabling or Disabling?** This I Believe   * Active Prior Knowledge: Discuss Essential Question * **Determine Importance:**   **-**Uncover Main Ideas in Nonfiction  -Relate Main Ideas and Supporting Details  **Comprehension and Critical Thinking**  **Cluster 2**: **Brother Ray** Power of the Powerless: A Brother’s Lesson  **Determine Importance:** Summarize Nonfiction  **Comprehension and Critical Thinking**: Analyze Information  **Cluster 3**: **He Was No Bum** miss rosie  **Determine Importance**: Determine What’s Important to You  **Comprehension and Critical Thinking:** Analyze Information  \* **Cluster quiz**  **\* Vocabulary quiz** | **Cluster 1**   * Analyze **Nonfiction Text Features** * Analyze **Style**: Word Choice   **Cluster 2**  • Analyze Text Structure: **Chronology**: Autobiography, Memoir   * Compare **Literature and Film**   **Cluster 3**  • Analyze **Text Structure** and **Author’s Purpose**   * Analyze **Figurative Language** | **Cluster 1**  ***agony, avoid, consequence, dependent, enable, relationship, rescue, responsibility***  **Cluster 2**  ***advice, communicate, condition, disabilities, discipline, hero, outlook, presence***  **Cluster 3**  ***arrange, destruction, dignity, guardian, intervene, survive, veteran, willingly*** | Steps:   1. Implement QUICKWRITES for each cluster and have class discussions. 2. Todaysmeet (Computer lab) 3. Life Map for Autobiography   -Use Peer Review  -4 C’s of claims: contestable, complex, coherent, compelling   1. Presentations: Glogster, Blendspace, Book Trailer/Photopeach, storyboardthat, 2. One-pager for clusters 3. *Ladybugs, Tornadoes, and Swirling Galaxies* Book- Chapter 5 Fostering Questions and Gathering Information   -“I learned,” “I Wonder” and use sticky notes “New Learning,” “Questions”  Chapter 6 Guided Inquiry-Scaffolding Strategies for Inquiry Projects pg. 83   1. TPCASTT Template-Poetry Analysis (miss rosie)   -storyboardthat.com |